Table 2 Outline for Hybrid Adolescent Literature Course Integrating 21st Century Digital Literacies

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|  | **Guiding questions for face-to-face class meetings (Mondays)** | **Out of class asynchronous online activities** | **Literature and articles to be read during the week in preparation for the following face-to-face class meeting.** | | |
| Week 1  **June 30**-July 6 | **June 30**  **Lecture with PPP and Class Discussion**  What is Adolescent Literature?  What is its history?  Why is it important?  Why take a multicultural perspective?  What is reader response theory?  How does it fit in with other literary lenses?  Why should technology be incorporated into literature study?  <http://lists.ncte.org/t/1440912/688304/8283/0/>  **Blackboard Tutorial** | **To be done prior to July 7**  **Task 1: Intro to Web Quests** Explore the following website which gives some history of web quests. [http://eduscapes.com/sessions/travel/define.htm](http://http:/eduscapes.com/sessions/travel/define.htm)  **Task 2 Searching for Web Quests** Once you feel you have a good understanding of what a web quest is, do a Google search and find web quests that have been created around some work (or works) of literature that you think you would like to teach to your students next year. Peruse a few web quests and select one that you think would be effective with at least some of the students that you teach.  Write a one paragraph description of the activity that the web quest asks students to do and explain why you think it would be a good one for your students. Save this is a Word document. I will tell you later how you will upload it to our class blog. Take a look at the template <http://fordhamlit.blogspot.com/>  T**ask 3 Adolescent Literature on the WWW** Spend time exploring the sites listed below. **You should also do an Internet search for 4-5 additional sites that you can later share with your classmates (and the world at large) on our class blog that relate to the teaching of literature to adolescents.** <http://www.alan-ya.org/> <http://www.ncte.org/> [www.reading.org](http://www.reading.org) <http://www.ala.org/ala/yalsa/yalsa.cfm> <http://www.bringingtheoutsidein.com/> <http://professornana.livejournal.com/> | **To be read prior to class on July 7**  **Please read the following before coming to class**   * *After Tupak and D. Foster* * Probst, R.E. (1994). Reader response theory in the English curriculum. *English Journal 83(*3) 37-44   **Read each of these articles. Then choose one and write a reaction to it on the Blackboard discussion board. Try to read each others’ reactions before coming to class on Monday.**   * Beach, R. Et. al. (2006). Goals for teaching literature: What does it mean to teach literature? *Teaching literature to adolescents* (pp.1-21). Mahwah, NJ: Lawrence Erlbaum. * Stallworth, J (2006). The relevance of young adult literature. *Educational Leadership* 59-63. * Gibbons, L.C., Dail, S., & Stallworth, J. (2006). Young adult literature in the English curriculum today. *The ALAN Review* 53-61. | | |
| Week 2  **July 7**-13 | **In-Class Activities July 7 Class Blog Tutorial** <http://www.youtube.com/BloggerHelp> **Class Discussion: *After Tupak and D. Foster* through Multiple Lenses**   * Discussion as adult readers * Discussion from adolescent perspective * Discussion as teachers of adolescents   **Scholarly Discussion: Whole Class and Pairs/Triads** How can teachers effectively utilize core novels?  How can whole class discussions best be facilitated? How can readers share what they have read with the wide audience? How can Power Point be utilized by teachers and students? **Lecture and PPP**  What issues are explored in adolescent lit? How can nonfiction be paired with fiction? | **Asynchronous work to be done prior to July 14 Task 1: Good Reads** You will receive an invitation from me by email to open an account at [www.goodreads.com](http://www.goodreads.com) This is where we will be sharing books with one another as well as with other readers in our lives (including your students). Begin by entering reviews of five books you read during the past year that your students might be interested in. Send emails to at least five people (former students?) asking them to be your friend on this site. You should also friend all of your classmates from this course. **Task 2: Listen and Respond** NPR Podcast: Is the Internet Making us Stupid? <http://lists.ncte.org/t/1440912/688304/9235/0/> Write a reaction to this podcast on our class blog. Also, please post your response to Task 2 from last week on the blog. You may combine these postings into one, if you wish. **Task 3 Power Point Presentations** Review online PPPs from MS and HS students at the following sites. Then create your own PPP (3-5 slides only) to share with classmates next week in class. <http://www.ncsu.edu/midlink/bkfair/books.alive.html> <http://languagearts.pppst.com/bookreports.html> <http://www.etni.org.il/zohara1.htm> [www.aps.k12.co.us/east/**bookreport**/rubric.doc](http://www.aps.k12.co.us/east/bookreport/rubric.doc) | | **Readings Due July 14Independent Reading:** Exploring culture in literature-- Read any work of YA lit that explores a culture of interest to you. Try to read two works exploring the same culture, if possible. Write responses to your reading on Blackboard. **Required short story** due (These are available on the authors’ websites and will also be posted on Blackboard). **Read the following and come to class prepared to discuss.**   * Landt, S.M. (2006). Multicultural literature and young adolescents: A kaleidoscope of opportunity. *Journal of Adolescent and Adult Literacy* 49, 680-687. * George, M.A. (2001b). What’s the big idea? Integrating young adult literature in the middle school*. English Journal* 90(3), 74-81 * George, M.A. (2001a). Living on the edge: Confronting social injustice. *Voices from the Middle 9(*4) 39-44. | |
| Week 3  **July 14**-20 | **July 14**  **Scholarly Discussion and Group Activities**  How can novels and short stories be used to explore ones’ own and others’ history and culture?  How can authors’ voices be used through technology in classrooms?  **Guest Scholar: Dr. Kathleen King**  What potential does podcasting have in secondary school English language arts classes? | **To be done prior to July 21**  Spend some time exploring these websites, which provide a good introduction to the use of podcasting. <http://learninginhand.com/podcasting/index.html> <http://teacherspodcast.org/podcasting-help/>  Then, spend some time reviewing the podcasts created by the students of one of our colleagues in Michigan, Dr. Bob Rozema. They can serve as models for us! [http://odeo.com/channels/179903](%20%20%20http://odeo.com/channels/179903)  Finally, look for podcasts created by authors of adolescent literature.  You should locate at least three author podcasts. How might these be utilized in your own classroom? Post your findings on our class blog. | | | **Due July 21**  **Book club selection**—**Historical Fiction** Read one of the texts from the text set on the syllabus. Find one other historical novel that connects to this one (either thematically or chronologically) and find websites related to this brook and bring them bookmarked on your laptop to class.  **Read the following and come to class prepared to discuss.**   * Daniels, H. (2006). What’s the next big thing with literature circles? *Voices from the Middle* 13(4) 10-15. |

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| Week 4  **July 21**-27 | **July 21**  **Book Club Meetings**  Scholars discuss texts they have read, other books they brought in, and websites related to the book. How does this study relate to the George (2001a) article you read?  **Whole Class Discussion**  Why is interdisciplinary teaching important? How can it be facilitated?  How can book clubs or literature circles be utilized?  How can fiction and nonfiction be paired effectively?  How can book trailers be created? | **To be done prior to July 28**  Look through the following links to NCTE (National Council for Teachers of English), ALA (American Library Association), and Judy Blume’s website. Please familiarize yourself with the ideas about censorship on all of these websites. After doing so think about your own experiences with book censorship and come to class on Monday with a book that is likely to be challenged, ready to plan your strategy for addressing this issue.  ALA - American Library Association (Banned Books Week) <http://ala.org/ala/oif/oifprograms/bbwreadout/bbwreadout.cfm> NCTE – National Council of Teachers of English <http://www.ncte.org/about/over/positions/category/cens/107616.htm> <http://www.ncte.org/about/issues/censorship/five/108603.htm> Judy Blume on Censorship <http://www.judyblume.com/censorship.php>  Located and read this article on the ASCD website. [www.ascd.org](http://www.ascd.org)   * Kajder, S. (2008). The book trailer: Engaging teens through technologies. *Educational Leadership 65*(6). | **Readings Due July 28**  **Author study:** Read at least one book by John Green, Rita Williams-Garcia, or Laurie Halse Anderson. Respond on Blackboard.  Read the following on censorship. Bring a text that you have taught or would like to teach that has been challenged in the past or is likely to face challenges in the future.   * Kauer, S.M. (2008). A battle reconsidered: Second thoughts on censorship and conservative parents. *English Journal 97*(3), 56-60 * Lent, R.C. (2008). Facing the issues: Challenges, censorship, and reflection through dialogue. *English Journal 97*(3), 61-66. |
| Week 5  **July 28**-Aug 3 | **Pair/Triad Censorship Activity**  You will work in teams to prepare a response to challenges of the books that you want to teach. After you have time for preparation, we will have mock “hearings” to judge your case.  **Presentations of Blogs, Podcasts, or other “alternative book report”** | **To be done prior to Aug 4**  **Review the following as you prepare your book trailer to share with the class on Monday.** [Using MovieMaker.doc](https://fordham.blackboard.com/@@4F7B12EC45BE439C61AB12F0241E9FCD/courses/1/CTGE55400212008M/content/_576590_1/Using%20MovieMaker.doc)  <http://booktrailer.pbwiki.com/folder.php?folder=Video+Library> | **Readings Due August 4**  Read one text presented in an alternative format—multigenre, novel in poetic form, graphic novel. Respond on Blackboard in similar format.  **Read and Respond on Class Blog**   * Hipple, T. (1996). It’s the THAT, teacher. *English Journal, 86*(3) 15-17. * DeBenedictis, D. (2007). Sustained silent reading: Making adaptations. *Voices from the Middle* 14(3) 29-37) |
| Week 6  **August 4** | **Presentations of Video Trailers**  **Scholarly Discussion and Course Evaluations**  What have we learned about adolescent literature, technology, teaching, and learning this summer? | **Continue Reading Adolescent Literature all summer and beyond and figure out how to foster 21st century literacies in your class next year.** | **Read, Read, Read for Pleasure!** |